DOCUMENT RESUME

ED 252 475 SO 016 148

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TITLE Curriculum Materials Analysis System: Short Form. Revised Edition. SSEC Publication #145.
INSTITUTION Social Science Education Consortium, Inc., Boulder, Colo.
SPONS AGENCY National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
PUB DATE May 71
NOTE 34p.; For long form, see SO 016 147.
PUB TYPE Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Community Characteristics; Content Analysis; Educational Objectives; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Institutional Characteristics; *Instructional Material Evaluation; *Social Studies; Student Characteristics; Teacher Characteristics
IDENTIFIERS *Curriculum Materials Analysis System

ABSTRACT

This shortened version of the Curriculum Materials Analysis System (CMAS) was designed to serve as a helpful tool for social studies educators involved in the selection of materials for classroom use. It can be used by participants in short workshops of a few hours to a day in length and by the busy administrator or teacher who does not have time for more in-depth examinations of curriculum materials. It contains the same eight sections as the long form of the CMAS: product characteristics; rationale and objectives; content; theory and strategies; antecedent conditions (i.e., conditions that must exist with respect to pupil, teacher, school, and community in order for the curriculum materials to be successfully implemented); evaluation; background of materials development; and background of analysis. Narrative and scaled questions are provided, both of which elicit information of the most important, yet general, nature. (RM)

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Short Form

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The revision of the Curriculum Materials Analysis System reported herein was performed pursuant to grants from the National Science Foundation and the United States Department of Health, Education and Welfare, Office of Education.

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INTRODUCTION
TO THE
CURRICULUM MATERIALS ANALYSIS SYSTEM

Background and Uses of the CMAS

New materials for social science/social studies education are becoming available in increasing quantities. This is the result of substantial support given to curriculum materials developers by government and private sources in the 1960s. The task of those who must select and adapt materials is difficult, not only because of the increasing numbers of materials from which they must select, but also because of the greater complexity and sophistication of many of the new materials.

In May 1967 the Social Science Education Consortium (SSEC) published Steps in Curriculum Analysis Outline. The outline was designed to provide a method of analyzing curriculum ideas and materials in breadth and depth. Since that time the Curriculum Materials Analysis System (CMAS, as it has now come to be called) has been used by a large number of educators in workshops, conferences, and in other educational endeavors throughout the United States. Many useful suggestions for revision were received from many of these people. It has been our experience that the CMAS is equally useful both as an analytical decision-making instrument and as a teacher-training tool.

Below are listed eight possible uses of the CMAS. These suggestions appeared in the 39th Yearbook (1969) of the National Council for the Social Studies, Social Studies Curriculum Development: Prospects and Problems.

1) General library use: To assist users to become quickly acquainted with the materials in a curriculum library.
2) Analysis of trends: To facilitate the analysis of trends in curriculum materials, such as the increasing or decreasing use of particular types of objectives, teaching strategies, teaching aids, etc.
3) Field data collection: To serve as a framework for accumulating comparable data from different sources on classroom use of materials.
4) Decision-making: To assist in choosing new curriculum materials.
5) Curriculum use: To help classroom teachers understand new materials that have been selected for their use.

6) Curriculum development: To suggest to curriculum developers all of the dimensions of curriculum philosophy, construction, and use that they might take into consideration in their work.

7) In-service education: To introduce teachers to new ideas and approaches in new curriculum material, apart from scientific adoption decisions. (In curriculum analysis seminars which were part of the Experienced Teacher Fellowship Programs at Purdue University and at the University of Colorado, we found the development and application of a curriculum materials analysis system to be a very stimulating method of getting teachers involved with all the elements of curriculum philosophy, construction, and use.)

8) Pre-service education: To acquaint students with a broad range of curriculum materials through the study of analyses done by others; and to introduce students to all the dimensions of curriculum construction and use by having them perform curriculum analyses of their own.

Since 1967 over 200 Curriculum Materials Analyses (CMAs) of a wide variety of curriculum units or packages have been produced by various individuals and groups. Many of the CMAs were done in a short time, often with inadequate resources, and in some cases for the purpose of training rather than producing a finished product. At this writing, the SSEC has selected and made available for sale 34 CMAs of 27 curriculum materials packages.

Because of the SSEC's continuing effort to make available to educators information about new developments and approaches in social studies/social science education, a Social Studies Curriculum Materials Data Book has been published. The first edition of the Data Book contains separate analyses of 72 new social studies curriculum materials packages, textbooks, games and simulations, plus explanatory text and indices. Each data sheet is a single-sheet, two-page analysis of curriculum materials. The CMAS was used to provide an analytical framework for the data sheets.

The Revised CMAS

Below is a comparison of the major section headings in the 1967 CMAS and in this revision. Three major section headings have been changed. The primary reason for this was clarity and generality. Antecedent Conditions, now Section 5.0, is considered after the analyst has examined the substance of the

curriculum package. Two new sections have been added: 7.0, Background of Materials Development; and 8.0, Background of the Analysis.

These two sections are brief, and may be ignored by the CMA reader interested only in the materials.

1967 CMAS Major Section Headings	1971 Revision, CMAS Major Section Headings
1.0 Descriptive Characteristics	1.0 Product Characteristics
2.0 Rationale and Objectives	2.0 Rationale and Objectives
3.0 Antecedent Conditions	3.0 Content
4.0 Content	4.0 Theory and Strategies
5.0 Instructional Theory and Teaching Strategies	5.0 Antecedent Conditions
6.0 Overall Judgments	6.0 Evaluation
	7.0 Background of Materials Development
	8.0 Background of the Analysis

In this revision the CMAS has been organized into three forms. Each form is intended to stand on its own. The first, or short, form contains questions at the one-decimal level only. The possible users of this form would be participants in short workshops of a few hours to a day in length and the busy administrator or teacher who does not have time for more in-depth examination of curriculum materials. The second, or intermediate, form contains questions at both the one-decimal and two-decimal levels. The possible users of this form would be participants in one or two week workshops, students in short courses on curriculum, and the curriculum specialist who needs to examine a package of curriculum materials in greater depth than the short form permits. The third, or long, form contains questions at the one-decimal, two-decimal, and three-decimal levels. The possible users of this form are curriculum specialists or teachers who have a good bit of time to devote to analysis of materials, methods teachers and their students who wish to spend a good portion of a term analyzing materials, and others who wish to have a very thorough knowledge of curriculum materials.

Each level contains both narrative and scale questions. One-decimal level questions are intended to elicit information of the most important, yet general. nature within each section. As the analysis unfolds within each section, subordinate level questions (two- and three-decimal questions) elaborate on the

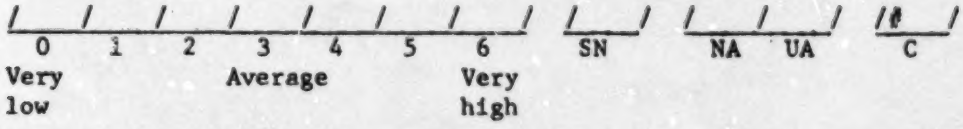
questions asked at the first level. Some subsections of the CMAS are covered adequately at the intermediate, or two-decimal, level

In addition to the short, intermediate, and long version of a Curriculum Materials Analysis (CMA), there is a synopsis form which summarizes each of the five substantive sections, 2.0 through 6.0, in 100 words or less.

Analyzing Curriculum Materials with the CMAS

The CMAS is not viewed as a strict linear instrument. That is, the user should not feel that he must proceed with his analysis starting with Section 1.0 and working straight through the sections in numerical order. The first step for the analyst is to become generally familiar with both the entire instrument and the package of materials keeping the CMAS in mind. In this way he will get a feel for the kinds of questions asked in each section and the relationship among the sections. Following that, it is probably desirable to start with Section 1.0, Product Characteristics. This section provides an overview of the curriculum materials, including a complete description of the physical characteristics and a brief description of selected substantive characteristics. It is suggested that the analyst proceed in order for the most part, departing from order as convenient--e.g., skipping some sections and coming back to them.

Most of the questions asked in the CMAS require a scaled response. A typical scale is shown below left.



The analyst is asked to check a number on this scale that he deems the most appropriate to the question. In most cases scaled questions are accompanied by another scale. This scale is shown above right. The analyst can ask the reader to see his narrative statement (SN) and/or indicate whether information about a question is either not applicable (NA) or unavailable (UA). Since an analyst may have to use his imagination to figure out implicit answers, in most cases scaled questions are also accompanied by a scale which indicates the degree of certainty with which the analyst is answering a particular question. Zero on this scale indicates a very low certainty of response; 4 indicates high certainty. The intent of the certainty scale is to make the analyst feel more comfortable about responding, since he can always hedge by indicating

degree of certainty. Also, the "SN scale" appears where there is not a numerically-scaled response called for. Scaled questions should always be answered (if only to indicate NA or UA), and narrative responses should also be made unless the analyst feels that everything he has to say is indicated by the scaled responses and checks. In Sections 2.0 through 6.0, the analyst is asked to write a brief, 100 word or less, abstract summarizing his analysis of those sections.

It is intended that the final product of the analyst's work, the CMA, be the completed CMAS form integrated with the narrative responses. That is, upon completion of the curriculum analysis, narrative responses are typed. These narrative responses are then incorporated into the filled-out CMAS via a cut-and-paste process.

The staff of the Social Science Education Consortium is anxious to receive feedback from the users of the CMAS. We are particularly interested in which form(s) were used, for what purpose, the ease of use, problems with use, and suggestions for further revision. Please address all inquiries and comments to CMAS Coordinator, Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302.

Acknowledgments

The persons who contributed directly to this revision are listed on the title page. Useful criticisms and suggestions for revision were contributed by Charles Adair, Frances Klein, Michael Scriven, the late Hilda Taba, and Louise Tyler. Many other individuals have contributed general suggestions and possible revisions for particular sections, including James O. Hodges and Robert Pratt, who worked with the revision group during the spring of 1970. Members of the following groups also made useful contributions to revision: the April 1968 Regional Laboratory Conference on the CMAS, Boulder, Colorado; the 1966-67 Experienced Teacher Fellowship Program, Purdue University; the 1968-69 and the 1969-70 Experienced Teacher Fellowship Programs, University of Colorado; and the Teacher Regional Inservice Analysis and Dissemination (TRIAD) teams from Louisville, Kentucky, Minneapolis, Minnesota, Phoenix, Arizona, and Westminster, Colorado. Many other workshop and conference groups throughout the United States also made valuable contributions.

Special credit is given the Region VIII Office of Educational Research, U.S. Office of Education, Denver, Colorado, directed by Dr. Lewis R. Crum, for support of the revision project.

It would be impossible to acknowledge the sources of all the ideas combined in this revision of the analysis system, but some of the most direct debts should be mentioned. In various sections of the CMAS the authors have borrowed from the work of Gordon Allport and P. E. Vernon, Harold Berlak and James Shaver, Benjamin Bloom, David Krathwohl and their colleagues, Jerome Bruner, Ira Gordon, and Robert Stake, Jean Piaget, and Alan Tom. Needless to say, none of these scholars is responsible for the ways in which we have adapted their ideas.

Former Teacher Associates of the SSEC as well as the present Teacher Associates, Robert C. Bilek, Michael A. Radz, and C. Frederick Risinger, made valuable contributions to the final system. The authors are indebted to Marcia Hutson, Administrative Assistant, who supervised the clerical and secretarial production. Particular thanks is given to Nancy Vickery, for typing the many scales and charts, and to Cathy Pfeiffer and Connie Maupin for secretarial assistance.

CURRICULUM MATERIALS ANALYSIS SYSTEM
(Revised May 1971)

Outline
Short Form

1.0 Product Characteristics
- 1.1 Subject Content
- 1.2 Intended Uses
- 1.3 Printed Materials and Other Media
- 1.4 Dominant Instructional Characteristics
- 1.5 Performance Data Availability

2.0 Rationale and Objectives
- 2.1 The Individual and Society
- 2.2 Knowledge and Values
- 2.3 Existence and Use of a Rationale
- 2.4 Cognitive Objectives
- 2.5 Affective Objectives
- 2.6 Psychomotor Objectives

3.0 Content
- 3.1 Cognitive Content
- 3.2 Affective Content

4.0 Theory and Strategies
- 4.1 Learning Theory
- 4.2 Instructional Theory
- 4.3 Teaching Modes
- 4.4 Strategy Pattern
- 4.5 Effectiveness

5.0 Antecedent Conditions
- 5.1 Physical Characteristics
- 5.2 Teacher Characteristics
- 5.3 School
- 5.4 Community Characteristics
- 5.5 Relationship to Other Aspects of Curriculum

6.0 Evaluation
- 6.1 Sources of Evaluative Data
- 6.2 Effects Predicted or Reported
- 6.3 Comparisons
- 6.4 Recommended Uses

7.0 Background of Materials Development
- 7.1 Institution and/or Person(s) Responsible for Materials
- 7.2 Duration and Funding of Project
- 7.3 Dissemination
- 7.4 Associated Programs

8.0 Background of the Analysis
- 8.1 Characteristics of the Analyst(s)
- 8.2 Circumstances of this Analysis
- 8.3 Selection of Materials
- 8.4 References
- 8.5 Attitudes and Opinions of the Analyst

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1.0 Product Characteristics

Information. This section gives a general overview of the curriculum materials, including a complete description of the physical characteristics and a brief description of selected substantive characteristics.

Instruction. After completing the entire analysis, write and insert here an overview of the entire analysis i · not more than 100 words. The overview should be both selected, pointing to the most important characteristics of the materials as the analyst sees them, and succinct.

1.1 Subject Content

This topic is treated very briefly here. See Section 3.0, Content, for elaboration; see also Section 6.0, Evaluation.

1.1-Q1 Indicate the discipline or disciplines most prominent, mark them "1," "2," "3," in order of prominence; or, if they cannot be distinguished, mark them all "1." If more than three disciplines are prominent, mark either "interdisciplinary" or "multidisciplinary."

Anthropology	____	Psychology	____
Economics	____	Sociology	____
Geography	____	Social Psych.	____
History	____	Interdisc.	____
Political Sci.	____	Multidisc.	____

/____/ See narrative (SN) /____/ Not applicable (NA) /____/ Unavailable (UA) /____/ Analyst's Certainty (C) (Scale 0-4)

1.1-Q2 In general, how sound is the substantive content of these materials? Mark the scale according to your best overall judgment. Note: The scale shown below right is an abbreviation of the scale in 1.1-Q1.

/ / / / / / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C

Very unsound — Moderately sound — Very sound

1.2 Intended Uses

Much of the content of this section is elaborated in Section 5.0, Antecedent Conditions.

1.2-Q1 For what grade level or levels are these materials most appropriate, according to the author?

Grade level(s)____ /____/ SN /____/ NA UA /____/ C

1.2-Q2 Are there any particular kinds of students, teachers, schools, or communities for which these materials would be especially suitable or unsuitable--for example, students from particular ethnic groups, teachers without much background in social science, schools with or without flexible facilities, and communities that are or are not politically conservative. If "yes," elaborate.

/___/___/ Yes No /___/ SN /___/___/ NA UA /#__/ C

1.2-Q3 What does the author consider the most appropriate length of time, in weeks or years, for the use of the whole set of materials? Circle "weeks" or "years" according to which unit is used.

____ weeks or years /___/ SN /___/___/ NA UA /#__/ C

1.3 Printed Materials and Other Media

Note that this section refers to the specific materials and media covered in this analysis. Other materials and media which belong to the same curriculum package but which are not covered in this analysis should be described briefly below.

1.3-Q1 Check which of the following items are available and are covered in this analysis:

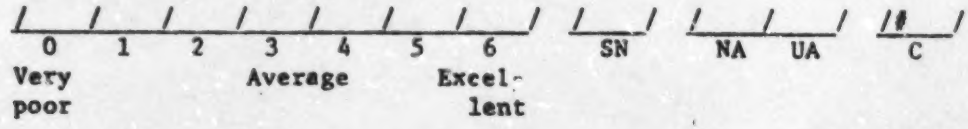
Student Text	____	Other printed teacher materials	____
Other printed student materials	____	Media other than printed materials	____
Teacher's Guide	____	Tests	____

/___/ SN /___/___/ NA UA /#__/ C

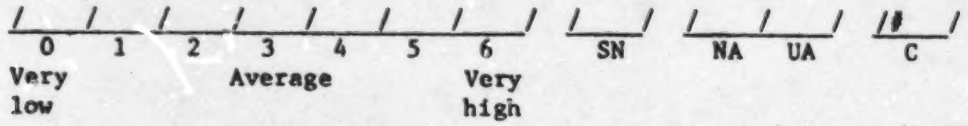
1.3-Q2 Are there other materials and media which are closely related to the materials which have been analyzed but which are not included in this analysis? If so, describe them briefly.

/___/ SN /___/___/ NA UA /#__/ C

1.3-Q3 What is your general overall judgment of the physical and technical (not substantive) quality of the materials, including all media? (For an overall judgment of the substantive quality of the materials, see 1.1-Q2).



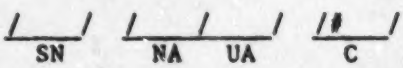
1.3-Q4 As compared with the average cost of supplying curriculum materials for a social studies class at the grade level(s) for which these materials are intended, how are the costs of these materials?



1.4 Dominant Instructional Characteristics

To the extent that materials can influence the course of learning activities, give your best judgments as to the probable effects of these materials in shaping the following dimensions of learning. The use of various teaching strategies is treated much more fully in Section 4.0, Learning Theory and Teaching Strategies.

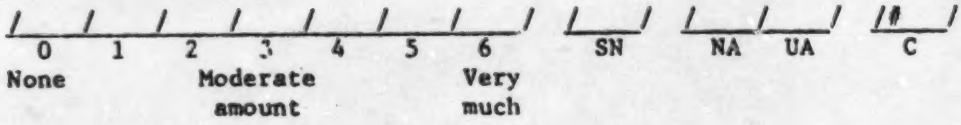
1.4-Q Describe the dominant types of teaching and learning activities that are prescribed or suggested by these materials.



1.5 Performance Data Availability

This section gives very brief information on performance data derived from classroom use of the materials. Section 6.0 includes more detailed data.

1.5-Q1 How much information on performance results of these materials is available?



1.5-Q2 If data are available, how unfavorable or favorable are they with respect to the intended results?

/ 0 1 2 3 4 5 6 / / SN / / NA UA / /# C /

Very unfavorable — Moderately favorable — Very favorable

1.6 References

References cited in this section refer only or primarily to information about the materials themselves. Section 7.32 gives references to the curriculum development project and Section 8.4 cites references which the analyst has found useful in understanding the analysis system and applying it to the materials.

1.6-Q List the one or two most useful references which give information about the materials in addition to the information found in the materials themselves. Give proper bibliographic references, including prices and how the references can be found or obtained.

/ SN / / NA UA / /# C /

2.0 Rationale and Objectives

Information. A rationale is a philosophic position on education held by a curriculum developer. It consists of the assumptions and goals which the developer uses as guides and criteria for the selection and ordering of objectives, content, strategies, and evaluation processes in the curriculum. The assumptions include assumptions about the nature of the individual, of society, and of the relationship between the individual and society; also assumptions about the nature of knowledge and values. To the extent that a curriculum is embodied in materials, the rationale also supplies guides and criteria for the materials.

Objectives of curriculum materials are statements that indicate the ways in which students are expected to change their thinking, values, and actions as a result of using the materials. Objectives range from very general to very specific and include both substantive and methodological objectives. Specific objectives are sometimes stated in the form of "behavioral," or "performance," objectives.

Instructions. With respect to all parts of the CMAS, the evidence for answers to questions may be explicitly stated in the materials or other sources, or it may be implicit and necessitate the making of inferences by the analyst, or there may be no evidence at all on which to base an answer. Many of the questions on rationale may put a severe strain on the inferential powers of the analyst and some may have to go unanswered.

After completing Section 2.0, write and insert here an abstract of the section in not more than 100 words. The abstract may contain both descriptive and evaluative statements.

2.0-Q1 Can the author's rationale be found explicitly and clearly in the materials or in other sources available to the analyst? Can it be found implicitly? Does it seem that no rationale exists? Indicate your answer on the following scale.

0	1	2	3	4	5	6	SN	NA	UA	C
Non-existent or impossible to discover			Implicit and fairly clear		Explicit and very clear					

2.0-Q2 How clear is the author in setting forth his objectives?

/__/__/__/__/__/__/__/ /___/ /___/___/ /#___/

0 1 2 3 4 5 6 SN NA UA C

Very obscure — Fairly clear — Very clear

2.0-Q3 To what extent do you, the analyst, agree with the author's rationale and objectives?

/__/__/__/__/__/__/__/ /___/ /___/___/ /#___/

0 1 2 3 4 5 6 SN NA UA C

Not at all — To some extent — To great extent

2.1 The Individual and Society

2.1-Q1 What is the nature of the individual and of society, and how are the individual and society related to each other?

/___/ /___/___/ /#___/

SN NA UA C

2.1-Q2 What goals should education foster for the individual and for society? To what extent are these goals compatible, to what extent in conflict?

/___/ /___/___/ /#___/

SN NA UA C

2.2 Knowledge and Values

2.2-Q1 What is the author's view about the source or sources of knowledge and about how man acquires knowledge?

/___/ /___/___/ /#___/

SN NA UA C

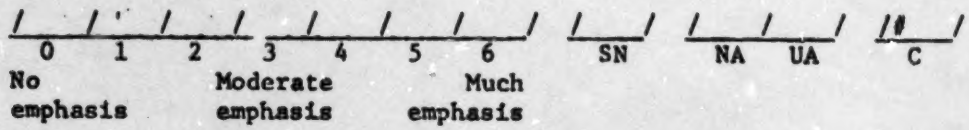
2.2-Q2 What is the author's view about the source or sources of values and about how man acquires values?

/___/ /___/___/ /#___/

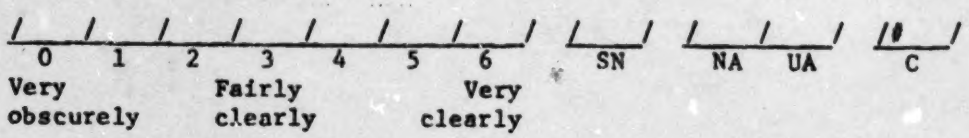
SN NA UA C

2.5 Affective Objectives

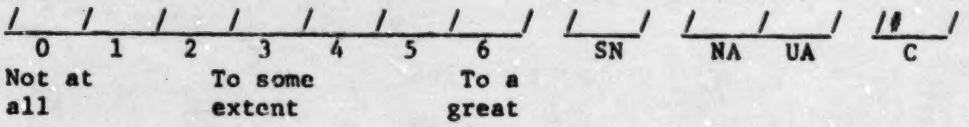
2.5-Q1 To what degree are affective objectives emphasized in the materials?



2.5-Q2 How clearly does the author state his affective objectives?

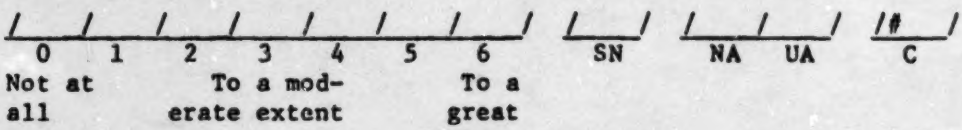


2.5-Q3 To what extent does the author attempt to have students take positive and committed stand on values?



2.6 Psychomotor Objectives

2.6-Q To what extent are psychomotor objectives present in the materials?



3.0 Content

Information. In this section the concern is with what content-related changes are intended in the knowledge, attitudes, and behavior of the student through the use of the materials being analyzed. As a result, this section is broken down into cognitive content and affective content. Cognitive content is concerned with examining the facts, concepts, generalizations, structure(s), and theory(ies) presented in the materials. Affective content is concerned with examining the presence of values and attitudes in the materials, and the affective levels of commitment to which the materials aspire.

Instruction. After completing Section 3.0, write and insert here an abstract of the section in not more than 100 words.

3.1 Cognitive Content

3.1-Q1 How useful does the author view each of the following to be in explaining his discipline?

For analytical purposes, the analyst can refer to the following definitions:

A fact is a unique thing or event that exists in the real world.

A concept is an idea generalized from particular facts. The essence of a concept is its unity, its oneness. A useful concept should identify a cluster of properties that usually go together and that have a meaningful relationship to each other. The usefulness of a concept depends partly on its general acceptance, partly on its communicability--but most importantly on its relationship to a larger body of knowledge.

A generalization is a statement of a relationship between two or more concepts. Most useful generalizations are universally applicable and can be used for prediction purposes. Useful generalizations are desirable knowledge.

A structure is the arrangement and interrelationship of concepts within a whole. The concepts of a structure define the investigated subject matter of a discipline and function as a guide to inquiry.

Facts							
Concepts							
Generalizations							
Structures							
Theories							
	0	1	2	3	4	5	6
	Useless		Moderately useful			Extremely useful	

/ / SN / / NA UA / /0 / C

3.1-Q2 What discipline(s) is (are) emphasized in the materials?

Anthropology	
Economics	
Geography	
History	
Political Science	
Psychology	
Sociology	
Social Psychology	
Interdisciplinary	
Multidisciplinary	

/ / / / / /
SN NA UA C

3.1-Q3 What other subject areas are emphasized?

/ / / / / /
SN NA UA C

3.1-Q4 Would you judge the overall cognitive content of the materials to be biased?

/ / / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Extremely biased — Somewhat biased — Extremely unbiased

3.1-Q5 What is the substantive quality of the cognitive content?

/ / / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Very poor — Fair — Very good

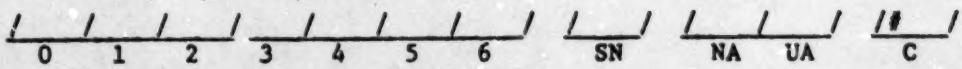
3.1-Q6 How would you judge the overall affective content of the materials?

/ / / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Extremely value laden — Balanced — Value free

3.1-Q7 Do the materials emphasize the affective or cognitive content?

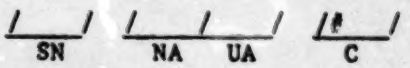
/ / / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
A great deal of affective content — A balance — A great deal of cognitive content

3.1-Q8 To what extent is the author's view of his discipline consistent with the cognitive content in his curriculum materials?



3.2 Affective Content

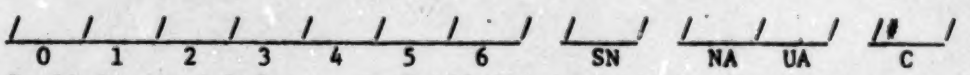
3.2-Q1 What is the author's view of the affective content of the discipline(s)?



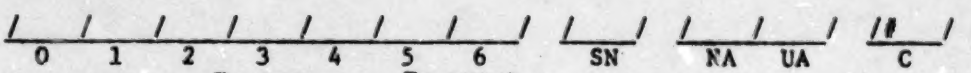
3.2-Q2 How are values and attitudes presented in the materials?

A value is assessed worth toward a thing, event, behavior, or phenomenon. To value something means it has met certain criteria you have posed.

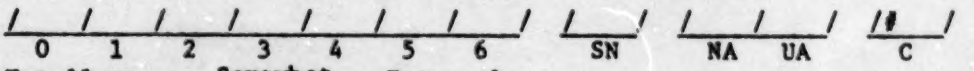
An attitude is a simple generalized relationship of a person to a class of things or situations. A value is often considered to be more positive, more structured, and more likely to lead to action than attitudes. An attitude is indicated by statements such as "I feel that..." "I think that..." and "The way I see it is...." To value involves choosing, prizing, and acting upon something.



3.2-Q3 To what extent are the values and attitudes studied parallel to the present and future needs of the student?



3.2-Q4 To what extent is the author's view of the affective content of his discipline consistent with the affective content in his curricular materials?



4.0 Theory and Strategies

There is no comprehensive theory which covers all aspects of learning. Nor is there a comprehensive theory which covers all aspects of instruction or educational methodology. When examining curriculum materials, we must do careful analysis and make sound judgments about theory and its application to the curriculum materials. In this section the concern is the adequacy with which components of theory can be described and explained, rather than the rightness or wrongness of a particular theoretical position.

Learning theorists are concerned about the emotional, intellectual, and behavioral development of the child: his personality, motivations, and the social conditions of learning. More specifically, they are also concerned about reinforcement, transfer of learning, and retention. Instructional theory is closely tied to learning theory. It is both prescriptive and normative. It prescribes rules which convey the most effective way of achieving curricular objectives. For example, if a concept in mathematics is presented to a student in small steps combined with immediate feedback, it is likely he will better retain the concept. Instructional theory is normative in that criteria are established (on some basis) and conditions are stated for meeting the criteria. In short, a theory of instruction is concerned with the improvement of, rather than a description of, learning.

A teaching strategy is a chosen pattern of action(s) aimed at reaching some goal. It includes the conceptualization of the desired interaction and outcomes; the selection of teacher role; the selection of materials and media; the selection of the pattern of communication; and the selection of the physical arrangements.

Instructions. After completing Section 4.0, write and insert here an abstract of the section in not more than 100 words.

4.1 Learning Theory

4.1-Q1 What explicit statements does the author make in the materials or elsewhere which reflect his position toward a particular theory of learning?

/	/	/	/#	/
SN	NA	UA	C	

4.1-Q2 If there are no explicit statements made by the author, what implicit statements does the analyst find in the curriculum materials or in associated writings that reflect the author's position toward a particular theory of learning?

/___/ /___/___/ /#__/
SN NA UA C

4.1-Q3 What is the author's view, as evidenced explicitly or implicitly in these materials, and what is the anlayst's view, of the importance of each of the following categories of learning theory?

The following brief descriptions of learning theories may be useful in answering this question:

Specifist theory is concerned with the analysis of specific stimuli and specific human behaviors. A general assumption of this theoretical position is that complex behavior is a summation of specific behaviors. Other terms used for this theoretical position are respondent theory or stimulus-response theory. Major writers in the field are Edward L. Thorndike, Ivan Pavlov, John B. Watson, Edwin R. Guthrie, Clark Hull, and B. F. Skinner.

Field theory is concerned with analysis of mediating processes which occur in the organism between stimuli presentation and responses. Mediation in field theory is thought to take the form of internal organization patterns within the individual. These patterns govern the reception of stimuli, their translation into behavior, and resulting action. Another term sometimes used is Gestalt psychology. Major writers in the field are Wolfgang Köhler, Kurt Lewin, Edward C. Tolman, and Max Wertheimer.

Personality theory is concerned with the analysis of the individual's unique characteristics and unique behavior patterns. Personality theorists study both mental and physical properties of the individual and their interrelationships as well as individual thought and behavior patterns. Major writers in the field are Sigmund Freud, Henry A. Murray, Abraham Maslow, and Gordon Allport.

Specifist theory	Author							
	Analyst							
Field theory	Author							
	Analyst							
Personality theory	Author							
	Analyst							
		0	1	2	3	4	5	6
		Unimportant		Moderately important				Very important

/___/ /___/___/ /#__/
SN NA UA C

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4.2 Instructional Theory

4.2-Q1 What explicit statements in the materials or elsewhere does the author make which reflect his position toward a particular theory of instruction?

/__/ /__/__/__/ /#__/
SN NA UA C

4.2-Q2 If there are no explicit statements made by the author, what implicit statements does the analyst find in the curriculum materials or in associated writings that reflect the author's position toward a theory of instruction?

/__/ /__/__/__/ /#__/
SN NA UA C

4.2-Q3 How well is the author's theory of instruction supported by evidence and/or logic?

/__/__/__/__/__/__/__/ /__/ /__/__/__/ /#__/
0 1 2 3 4 5 6 SN NA UA C
Very poorly — Moderately well — Very well

4.2-Q4 To what extent do you (the analyst) agree with the author's theoretical position on instruction?

/__/__/__/__/__/__/__/ /__/ /__/__/__/ /#__/
0 1 2 3 4 5 6 SN NA UA C
Not at all — Moderately agree — Completely agree

4.3 Teaching Modes

4.3-Q1 What are the principal teaching modes, as identified by the author, that are to be employed in teaching the materials?

/__/ /__/__/__/ /#__/
SN NA UA C

4.3-Q2 What terms describing the modes are used by the author, e.g., inquiry, discovery, directed discussion?

/__/ /__/__/__/ /#__/
SN NA UA C

4.3-Q3 How carefully are the author's terms describing teaching modes defined?

/__/__/__/__/__/__/__/ /__/ /__/__/__/ /#__/
0 1 2 3 4 5 6 SN NA UA C
Not defined — Some definition — Very carefully defined

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4.4 Strategy Pattern

4.4-Q1 What is the predominant pattern of strategy use?

/___/ /___/___/ /#__/
SN NA UA C

4.4-Q2 How clear is the author about the pattern?

/___/___/___/___/___/___/___/ /___/ /___/___/ /#__/
0 1 2 3 4 5 6 SN NA UA C
Very unclear — Moderately clear — Very clear

4.4-Q3 How consistent do you judge this strategy pattern to be with the objectives, content, and theory?

Objectives:

/___/___/___/___/___/___/___/ /___/ /___/___/ /#__/
0 1 2 3 4 5 6 SN NA UA C

Content:

/___/___/___/___/___/___/___/ /___/ /___/___/ /#__/
0 1 2 3 4 5 6 SN NA UA C

Theory:

/___/___/___/___/___/___/___/ /___/ /___/___/ /#__/
0 1 2 3 4 5 6 SN NA UA C
Very inconsistent — Somewhat consistent — Very consistent

4.5 Effectiveness

4.5-Q1 In general, how effective do you think these strategies will be in teaching the materials?

/___/___/___/___/___/___/___/ /___/ /___/___/ /#__/
0 1 2 3 4 5 6 SN NA UA C
Ineffective — Somewhat effective — Very effective

4.5-Q2 Could you teach these materials? (Describe briefly.)

/___/___/___/___/___/___/___/ /___/ /___/___/ /#__/
0 1 2 3 4 5 6 SN NA UA C
No — Yes, with modifications — Yes

5.0 Antecedent Conditions

Information. Antecedent conditions are the conditions which must exist, with respect to pupil, teacher, school, and community in order for the curriculum materials to be successfully implemented.

In this section, the analyst is trying to determine what prior skills and knowledge both the learner and the teacher must possess in order to succeed in achieving the objectives which are intended by use of the curriculum materials. The analyst should also indicate if any unique characteristics and conditions should exist within a school before the materials may be used. In instances where unusual conditions should exist in a community in order for materials to be used with success, these conditions should also be discussed.

Instruction. After completing the rest of Section 5.0, write and insert here an abstract of the section in not more than 100 words.

5.1 Physical Characteristics

5.1-Q1 At what grade level(s) should students be in order to have the most success with these materials?

Grade level(s) ____ /___/ /___/___/ /#__/
SN NA UA C

5.1-Q2 At what grade level(s) should students be in order to have moderate success with these materials?

Grade level(s) ____ /___/ /___/___/ /#__/
SN NA UA C

5.1-Q3 These materials are suited for pupils of what academic status?

/___/___/___/___/___/ /___/ /___/___/ /#__/
0 1 2 3 4 SN NA UA C
Slow learner Average Gifted

5.1-Q4 Indicate with a check mark the success the various groups indicated below might have with the materials.

	No success	Some success	Good Success
Blacks			
Indians			
Jews			
Mexicans			
Orientals			
Whites			
Others			

/___/ /___/___/ /#__/
SN NA UA C

5.2 Teacher Characteristics

5.2-Q1 What type of teacher, with respect to academic background, training, and experience will have success in teaching these materials?

/___/ /___/___/ /0___/
SN NA UA C

5.2-Q2 What type of teacher personality is best suited to teach these materials successfully?

/ / / / / / / / /___/ /___/___/ /0___/
0 1 2 3 4 5 6 SN NA UA C
Strongly attached to orderly procedure — Somewhat flexible — Extremely flexible

5.2-Q3 What cultural and socio-economic characteristics should a teacher possess in order to use these materials successfully?

/___/ /___/___/ /0___/
SN NA UA C

5.2-Q4 At what intelligence level should the teacher be to successfully implement these materials?

/___/ /___/___/ /0___/
SN NA UA C

5.2-Q5 To what degree will the teacher have to be motivated to use these materials?

/ / / / / / / / /___/ /___/___/ /0___/
0 1 2 3 4 5 6 SN NA UA C
Unmotivated — Moderately motivated — Highly motivated

5.3 School

5.3-Q What school conditions are necessary for successful implementation and use of these materials?

/___/ /___/___/ /0___/
SN NA UA C

5.4 Community Characteristics

5.4-Q1 What type of community is best suited for the successful teaching of these materials?

/___/ /___/___/ /0__/
SN NA UA C

5.4-Q2 In what geographic areas will the materials be most successful?

/___/ /___/___/ /0__/
SN NA UA C

5.4-Q3 What should the occupational-industrial makeup of the community be to successfully implement these materials?

/___/ /___/___/ /0__/
SN NA UA C

5.4-Q4 What should the social attitudes of a community be to successfully implement these materials?

/___/___/___/___/___/___/___/ /___/ /___/___/ /0__/
0 1 2 3 4 5 6 SN NA UA C
Very conservative — Middle of the road — Very liberal

5.5 Relationship to Other Aspects of Curriculum

5.5-Q How well do these materials relate to other materials being taught in the existing K-12 curriculum structure?

/___/ /___/___/ /0__/
SN NA UA C

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6.0 Evaluation

Information. In this section the purpose is to use the work of the analyst, along with data from other sources, to arrive at an overall evaluation about the curriculum materials. Some evaluative questions have been asked in other sections. These, combined with other sources of information, will enable the analyst to arrive at the evaluation of the materials. This section is organized so that the analyst will be able to compare his predictions with reported information prior to making internal and external comparisons and recommending uses of the materials.

Instruction. After completing the rest of Section 6.0, write and insert here an abstract of the section in not more than 100 words.

6.1 Sources of Evaluative Data

6.1-Q With respect to the analysis and use of the materials, what primary sources of evaluative data are available?

/___/ /___/___/ /#___/
SN NA UA C

6.2 Effects Predicted or Reported

6.2-Q1 In general, what effects of use of the materials would you (the analyst) predict?

/___/ /___/___/ /#___/
SN NA UA C

6.2-Q2 In general, what actual effects of use of the materials were reported by researchers, evaluators, observers, and/or students?

/___/ /___/___/ /#___/
SN NA UA C

6.2-Q3 To what degree do your predictions and the reported effects agree?

/___/___/___/___/___/___/___/ /___/ /___/___/ /#___/
0 1 2 3 4 5 6 SN NA UA C
No agreement — Some agreement — Complete agreement

6.2-Q4 In general, how successful in use were the materials reported to be?

/___/___/___/___/___/___/___/ /___/ /___/___/ /#___/
0 1 2 3 4 5 6 SN NA UA C
Unsuccessful — Somewhat successful — Very successful

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6.3 Comparisons

In general, how do these curriculum materials compare with respect to the following:

6.3-Q1 Author's intentions:

0	1	2	3	4	5	6	SN	NA	UA	C
Inconsistent and inappropriate throughout		Moderately consistent and appropriate throughout			Very consistent and very appropriate throughout					

6.3-Q2 Other similar curriculum materials? List those materials used as comparison(s).

0	1	2	3	4	5	6	SN	NA	UA	C
Doesn't compare favorably			Compares favorably			Compares very favorably				

6.3-Q3 Standards of analysts:

0	1	2	3	4	5	6	SN	NA	UA	C
Does not compare favorably			Compares favorably			Compares very favorably				

6.4 Recommended Uses

Information. Responses in this section in general will be based on the analysis done in the previous five sections. In particular, it will be helpful to refer to sections 1.2 and 5.0, as well as sections 6.2 and 6.3 to answer the questions in this section.

6.4-Q1 In general, to what degree would you (the analyst) recommend that these materials be used, given the intended uses described in sections 1.2 and 5.0 above?

0	1	2	3	4	5	6	SN	NA	UA	C
Not recommended			Recommended with qualifications			Highly recommended				

6.4-Q2 To what degree do the sources, other than the analyst, described in 6.1 and 6.2 above, recommend use of the materials?

0	1	2	3	4	5	6	SN	NA	UA	C
Not recommended			Recommended with qualifications			Highly recommended				

7.0 Background of Materials Development

The purpose of this section is to provide the reader of the Curriculum Materials Analysis with a brief synopsis of some of the historical background of the project which produced the materials. Some parts of this section will repeat some of the information in Section 1.6, "Background, Sources, and Availability of Materials."

7.1 Institution and/or Person(s) Responsible for Materials

7.1-Q1 What is the institution or agency responsible for development of the materials? Are there other common names by which the institution or agency is known?

SN NA UA # C

7.1-Q2 Check below the type of institution or agency.

Federal ___	School district ___	Private not-for-profit ___
State ___	University ___	Commercial ___
Other (specify)_____		SN NA UA # C

7.1-Q3 Who is (are) the person(s) most responsible for development of the materials?

SN NA UA # C

7.2 Duration and Funding of Project

7.2-Q1 What was the major source of funding of the project?

SN NA UA # C

7.2-Q2 Check below the type of agency that was the major source of funding.

Federal ___	School district ___	Private not-for-profit ___
State ___	University ___	Commercial ___
Other (specify)_____		SN NA UA # C

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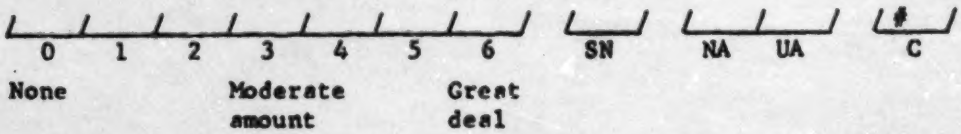
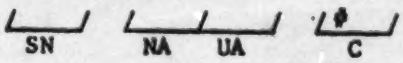
7.3 Dissemination

7.3-Q How much dissemination work--to teachers, school districts, state departments, colleges, the public, and others--was (is) done by the project and/or publisher? (Publisher's workshops should be included in the concept of dissemination, but not their publicity activities.)



7.4 Associated Programs

7.4-Q Describe briefly other materials development projects or programs in which the principal personnel of the project are, or have been, involved. What is the nature of this involvement (principal author, consultant, etc.)?



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8.0 Background of the Analysis

The purpose of this section is to give information about the background of the analyst(s), the circumstances under which the analysis was done, the reasons for analyzing these particular materials, and the references used by the analyst(s) in performing the analysis.

8.1 Characteristics of the Analyst(s)

In this section, references will be made to the analyst, in the singular. However, if there are two or more analysts, information in Section 8.1 should be given for each of them individually. Throughout the rest of the analysis, if there are two or more analysts working together, it is assumed that they give a single answer to each question, representing a consensus.

8.1-Q1 What is the analyst's educational affiliation?

Elementary ___ Senior high ___ College/university ___
Junior high ___ School district ___ State department ___
Other (specify) _____ /___/ SN

8.1-Q2 What is the analyst's professional affiliation?

Education ___ Other academic discipline (specify) _____
Social Science ___ Other (specify) _____
/___/ SN

8.1-Q3 What is the analyst's highest academic degree?

BA or BS ___ MA or MS ___ PhD or EdD ___
Other (specify) _____ /___/ SN

8.1-Q4 How many curriculum materials analyses has the analyst done prior to this one, using this system or a similar system?

None ___ Two ___ Four ___
One ___ Three ___ Five or more ___ /___/ SN

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8.2 Circumstances of this Analysis

8.2-Q1 Approximately how many man-hours were spent doing this analysis?

_____ hours /___/ /___/___/ /#__/
SN NA UA C

8.2-Q2 Describe the circumstances under which this analysis was undertaken:

In a workshop	___	In a class	___
In another type of inservice program	___	As part of the duties of an employee	___
Other (specify) _____			

/___/ /___/___/ /#__/
SN NA UA C

8.3 Selection of Materials

8.3-Q Was there any reason why the analyst chose these particular materials to analyze, such as previous familiarity with them or plans to teach them in the future? If so, describe the reason briefly.

/___/___/
Yes No

/___/ /___/___/ /#__/
SN NA UA C

8.4 References

In Section 1.6, references are given which should help the reader of the analysis learn more about the materials. In Section 7.32, references are given which contain additional information about the project which produced the materials. In this section, the analyst should note references that he found particularly helpful in understanding and applying the analysis system.

8.4-Q If the analyst used any references which helped him understand and apply the analysis system to these materials, indicate those--two or three at the most--which were most helpful.

/___/ /___/___/ /#__/
SN NA UA C

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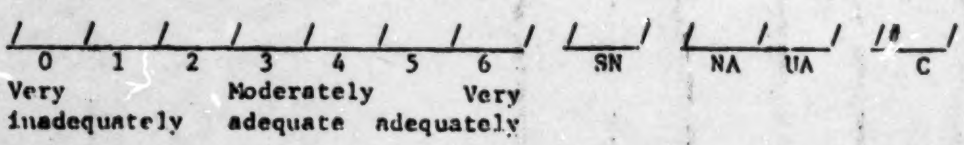
8.5 Attitudes and Opinions of the Analyst

These questions are to be answered by the analyst after he has completed the entire analysis.

8.5-Q1 How adequately does the analyst think his analysis represents the materials analyzed?



8.5-Q2 How does the analyst feel about the system used to make this analysis (the CMAS)?